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ABSTRACT

This study was conducted to examine whether adults view reading as a masculine or feminine activity, and to see the impact that variables such as gender, age, educational attainment, attitude toward reading, and reading activity have on adults' views. The sample consisted of 169 adult male and female patients from a doctor's office in Northern New Jersey. Both men and women viewed reading as a mostly feminine activity. Variables, such as gender, age, educational attainment, attitude toward reading, and reading activity, were found to influence men's and women's views of reading as mostly masculine or mostly feminine. Results also indicated that women had more positive attitudes toward reading; greater educational attainment did not result in men and women viewing reading as more gender appropriate; and both men and women of all ages were more likely to view reading as a more gender appropriate activity. Appendixes contain survey instruments and data. Contains 33 references and 6 tables of data. (RS)

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# Gender And Cultural Differences In Attitude Toward Reading In An Adult Population

by

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**ABSTRACT**

This study was conducted to examine whether adults view reading as a masculine or feminine activity, and to see the impact that variables, such as gender, age, educational attainment, attitude toward reading, and reading activity, have on adults' views. The sample consisted of 169 adult male and female patients from a doctor's office in Northern New Jersey. Both men and women viewed reading as a mostly feminine activity. Variables, such as gender, age, educational attainment, attitude toward reading, and reading activity, were found to influence men's and women's views of reading as mostly masculine or mostly feminine.

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## Dedication

To my parents, Albert and Marilyn Vadon, for their loving support in completing my thesis, and to Debbie Muldawer, a dear friend who provided me with much encouragement during the entire thesis process.

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Previous research studies have shown that reading is generally viewed as a feminine activity in the United States (Kelly, 1986). In regard to research studies that have examined whether individuals viewed reading as mostly masculine or feminine, Mazurkiewicz's (1960) study found that eleventh grade academic and vocational boys and their fathers viewed reading as mainly a feminine activity, and that the fathers' attitudes exerted some impact on the reading ability of the sons. Marcus (1972), who also studied eleventh grade academic and vocational boys and their fathers, provided them with an additional choice of regarding reading as both masculine and feminine. Marcus (1972) found that 56% of the boys and 36% of their fathers said that reading was both masculine and feminine. However, the large majority of vocational boys' fathers viewed reading as feminine, and none of these fathers viewed it as a masculine activity. Stone (1975), who also gave subjects the third choice of perceiving reading as both masculine and feminine, found that the majority of eleventh grade boys in an academic curriculum viewed reading as a feminine activity, whereas the majority of eleventh grade boys in the vocational curriculum viewed reading as both masculine and feminine. In terms of the girls in Stone's (1975) study, she found that the eleventh grade girls in the academic curriculum were slightly more likely to view reading as feminine than both masculine and feminine, and that the eleventh girls in the vocational curriculum were significantly more likely to choose reading as a feminine

activity.

Some studies examined if individuals' attitudes toward reading being masculine or feminine changed during their lifetime. Downing and Thomson (1977) found that first graders of both genders saw reading as basically a gender neutral activity, whereas fourth graders, eighth graders, twelfth graders, university students, and adults saw reading as being more appropriate for females. Kelly (1986) found that a child's attitude toward reading changed as they progressed through school in that during the second grade students' views on reading changed from gender neutral to mainly feminine. Mc Kenna (1997) found that children in grades kindergarten through eighth grade viewed reading as more appropriate for females, and that this perception increased with age. Edwards (1989) found that first through fifth grade girls and first through fourth grade boys viewed reading as mainly feminine, but fifth grade boys viewed reading as mainly a masculine activity. This finding by Edwards (1989) differed from the previous studies that found boys of younger ages more likely to view reading as masculine.

Research studies have examined whether adults view reading as masculine or feminine. Studies by Baron (1996) and Winchock (1995), which examined the attitudes of adults in school settings, such as high school, community college, or college, found that both males and females regarded reading as a mostly feminine activity. Fendrick (1998) studied the impact of gender and culture on adults' gender appropriate attitudes toward

reading. She found that Jewish women were more likely than Jewish men to view reading as gender appropriate. However, Fendrick (1998) did find that a greater number of Jewish men regarded reading as gender appropriate, in comparison to previous findings.

When comparing males' and females' general attitudes toward reading, it appears that females generally have been shown to have a more positive view toward reading. Mc Kenna, Kear, and Ellsworth (1995) found that girls had more favorable attitudes about reading than boys, and that ethnic background had little impact on the children's attitudes. Parker and Paradis (1986) found that girls had a slightly higher positive attitude toward reading than boys in grades one through six. In examining fifth and sixth grade students from rural, mostly blue collar homes, Wallbrown, Levine, and Engin (1981) found that girls were more likely than boys to view reading as enjoyable, and to see reading as a source of information, learning, and emotional satisfaction. Smith (1990a,b) found that adult women had significantly greater positive attitudes toward reading than adult men.

Smith (1990a,c,d) examined the impact of the variables of education, occupational status, and active engagement in reading activity on adults' attitudes toward reading. He found that adults with the most education had the most positive attitudes toward reading in the study. For example, college graduates had a significantly greater positive attitude than high school graduates. Adults in higher status occupations,

such as teacher, attorney, and engineer, had more positive attitudes toward reading than adults in lower status occupations. For example, adults in the professional group had more positive attitudes toward reading than the labor group. Adults with more positive attitudes toward reading were found to spend more time in everyday reading and to read a greater variety of materials (Smith, 1990a,c,d).

**Hypothesis**

The purpose of this study was to examine whether adults view reading as a masculine or feminine activity, and to see how adults' views of reading as masculine or feminine might have been impacted by variables, such as gender, age, educational attainment, attitude toward reading, and amount of reading activity. It was hypothesized that adult females would be more likely to view reading as a feminine activity, regardless of age, educational attainment, attitude toward reading, or amount of reading activity. Adult males of all ages who had greater educational attainment, more positive attitudes toward reading, and who were more active readers would be significantly more likely to view reading as gender appropriate than adult males of all ages who had less educational attainment, less positive attitudes toward reading, and who were less active readers.

**Procedures**

The sample consisted of 169 adult male and female patients from a doctor's office in a medium-sized town in Northern New Jersey. There were 78 males and 91 females in the sample. The patients were a broad range of adults who varied in terms of age, race, socioeconomic levels, occupational status, and educational attainment.

Patients who came into the doctor's office during a two month time period were asked to voluntarily fill out a survey containing Mazurkiewicz's (1960) Male-Female Attitude Activity Inventory, an adapted version of the Short Form Reading Attitude Survey (Tunnell, Calder, & Justen, 1988), and questions regarding their reading activity. In terms of the Mazurkiewicz Male-Female Attitude Activity Inventory, subjects were asked to classify activities as mostly masculine activities or mostly feminine activities by writing an "M" for mostly masculine or "F" for mostly feminine for each activity. The Mazurkiewicz Male-Female Attitude Activity Inventory uses a forced choice method, where subjects are asked to classify 41 activities as mostly masculine or mostly feminine. An additional item, surfing on the internet, was included to reflect an activity that was happening at the present time.

In order to assess reading attitude, which was defined as how an individual feels personally about the act of reading, an adapted version of the Short Form Reading Attitude Survey (Tunnell, Calder, & Justen, 1988) was used, so that the survey

pertained to adults. The adapted version used in this study was a survey of 18 questions used in Brooks' (1996) study. Subjects were asked to read each statement, and write the number that most closely indicated how they felt about the statements. A five-point Likert-type scale was used, indicating strong agreement (5) to strong disagreement (1).

Subjects were also asked multiple choice questions to assess active engagement in reading. Questions included the amount of time spent in the act of reading each day, such as for work or leisure purposes, and how often an individual engaged in the reading of books, newspapers, and magazines. In terms of the question of how much time was spent in reading each day, subjects were given choices of less than one hour daily, one to three hours, three to five hours, and more than five hours. In regard to questions concerning how often subjects read books, newspapers, and magazines, subjects were given choices of daily, occasionally, and not at all.

## Results

The results of the 169 completed surveys were analyzed according to gender, attitude toward reading, educational attainment, age, reading activity, and reading content. In Table I, adult males and females were compared based on their views of reading as mostly masculine or mostly feminine. As can be seen, both men and women were more likely to view reading as a mostly feminine activity. Also, women were more likely than men to view reading as a mostly feminine activity. 78.21

**Table I**

Adults' Views of Reading as a Mostly Masculine or Feminine Activity

| Variable | | Percentage |
|---|---|---|
| Females | (91) | |
| Mostly Feminine | (85) | 93.41 |
| Mostly Masculine | (6) | 6.59 |
| Males | (78) | |
| Mostly Feminine | (61) | 78.21 |
| Mostly Masculine | (17) | 21.79 |

percent of the men and 93.41 percent of the women in the sample viewed reading as a mostly feminine activity.

Table II compared adult males' and females' reading attitude

**Table II**

Reading Attitude Scores of Adult Males and Females

| Variable | | Mean |
|---|---|---|
| Females | (91) | 73.85 |
| Mostly Feminine | (85) | 74.07 |
| Mostly Masculine | (6) | 70.67 |
| Males | (78) | 65.42 |
| Mostly Feminine | (61) | 64.33 |
| Mostly Masculine | (17) | 69.35 |

scores with their views of reading as a masculine or feminine activity. Overall, women were found to have more positive attitudes toward reading, as shown by their higher mean score. The women in this sample had a mean score 73.85, whereas the men in this sample had a mean score of 65.42, an eight point

difference. The men who viewed reading as a mostly masculine activity had a more positive reading attitude score than men who viewed reading as a mostly feminine activity. Men who viewed reading as a mostly masculine activity had a mean reading attitude score of 69.35, whereas men who viewed reading a mostly feminine activity had a mean reading attitude score of 64.33, a five point difference. Women who viewed reading as a mostly feminine activity had more positive attitudes toward reading than women who viewed reading as a mostly masculine activity. Women who viewed reading as a mostly feminine activity had a mean reading attitude score of 74.07, whereas women who viewed reading as a mostly masculine activity had a mean reading score of 70.67, a three point difference.

In Table III, the effect of educational attainment on adult males' and females' views of reading as masculine or feminine was examined. Educational attainment was broken down into two categories: 1) completion of some high school or high school diploma; 2) completion of some college or college degree. All individuals, regardless of educational attainment, were more likely to view reading as mostly feminine. Adult females who attended some or completed high school were more likely to view reading as mostly feminine than adult females who attended some or completed college. 96.23 percent of the women who attended some or completed high school viewed reading as a mostly feminine activity, whereas 89.47 percent of the women who attended some or completed college viewed reading as a mostly feminine activity

**Table III**

Effect of Educational Attainment on Adults' Views of Reading

| Variable | | Percentage |
|---|---|---|
| Females (High School) | (53) | |
| Mostly Feminine | (51) | 96.23 |
| Mostly Masculine | (2) | 3.77 |
| Females (College) | (38) | |
| Mostly Feminine | (34) | 89.47 |
| Mostly Masculine | (4) | 10.53 |
| Males (High School) | (37) | |
| Mostly Feminine | (27) | 72.97 |
| Mostly Masculine | (10) | 27.03 |
| Males (College) | (41) | |
| Mostly Feminine | (34) | 82.93 |
| Mostly Masculine | (7) | 17.07 |

Adult males who attended some or completed college were more likely to view reading as a mostly feminine activity than adult males who attended some or completed high school. 82.93 percent of the men who attended some or completed college viewed reading as a mostly feminine activity, whereas 72.97 percent of the men who attended some or completed high school viewed reading as a mostly feminine activity.

In Table IV, the effect of age on adult males' and females' views of reading as mostly masculine or mostly feminine was examined. Subjects' age was divided into six categories: 1) 18-29; 2) 30-39; 3) 40-49; 4) 50-59; 5) 60-70; 6) >70. In terms of the adult females, women of all ages were more likely to view reading as a mostly feminine activity. The six women who viewed reading as a mostly masculine activity were between

**Table IV**

Effect of Age on Adults' Views of Reading

| Subjects | Age 18-29 | 30-39 | 40-49 | 50-59 | 60-70 | >70 |
|---|---|---|---|---|---|---|
| Females | | | | | | |
| Mostly Feminine | 100% (6) | 76.47% (13) | 87.50% (14) | 100% (24) | 100% (19) | 100% (9) |
| Mostly Masculine | 0% (0) | 23.53% (4) | 12.50% (2) | 0% (0) | 0% (0) | 0% (0) |
| Males | | | | | | |
| Mostly Feminine | 80% (8) | 69.23% (9) | 91.30% (21) | 92.86% (13) | 54.55% (6) | 57.14% (4) |
| Mostly Masculine | 20% (2) | 30.77% (4) | 8.69% (2) | 7.14% (1) | 45.45% (5) | 42.86% (3) |

the ages of 30-49. Adult males of all ages were also more likely to view reading as a more feminine activity. However, adult males in the 60-70 and over 70 categories were more likely to view reading as a mostly masculine activity than adult males in the other age categories. 45.45 percent of the men in the age category of 60-70 and 42.86 percent of the men in the over 70 age category viewed reading as a mostly masculine activity.

In Table V, the effect of daily reading activity on adult males' and females' views of reading as mostly masculine or mostly feminine was examined. Daily reading activity was the number of hours spent reading by subjects each day. Women in all of the daily reading categories were more likely to view reading as mostly feminine. However, all of the women who read for three or more hours daily viewed reading as mostly feminine, whereas the women who viewed reading as mostly masculine read

**Table V**

Effect of Daily Reading Activity on Adults' Views of Reading

| Subjects | Hours Per Day <1 | 1-3 | 3-5 | >5 |
|---|---|---|---|---|
| Females | | | | |
| Mostly Feminine | 93.33% (14) | 91.94% (57) | 100% (11) | 100% (3) |
| Mostly Masculine | 6.67% (1) | 8.06% (5) | 0% (0) | 0% (0) |
| Males | | | | |
| Mostly Feminine | 86.21% (25) | 72.34% (34) | 100% (2) | 0% (0) |
| Mostly Masculine | 13.79% (4) | 27.66% (13) | 0% (0) | 0% (0) |

for either less than one hour or one to three hours each day. In regard to the adult males, men in all of the daily reading categories were more likely to view reading as a mostly feminine activity. Only two of the men in the sample read for three to five hours each day, and none of the men in the sample read for more than five hours daily.

In Table VI, the effect of reading content on adult males' and females' views of reading as masculine or feminine was examined. Women who viewed reading as mostly feminine were more likely to read books and newspapers on a daily basis than women who viewed reading as mostly masculine. 56.47 percent of the women who viewed reading as mostly feminine read books daily, but only 33.33 percent of the women who viewed reading as mostly masculine read books daily. 67.06 percent of the women who viewed reading as mostly feminine read newspapers

**Table VI**

Effect of Reading Content on Adults' Views of Reading

Females (Mostly Feminine)

| | Books | Newspapers | Magazines |
|---|---|---|---|
| Daily | 56.47% (48) | 67.06% (57) | 42.35% (36) |
| Occasionally | 40.0% (34) | 29.41% (25) | 55.29% (47) |
| Not at All | 3.53% (3) | 3.53% (3) | 2.35% (2) |

Females (Mostly Masculine)

| | Books | Newspapers | Magazines |
|---|---|---|---|
| Daily | 33.33% (2) | 16.66% (1) | 50.0% (3) |
| Occasionally | 33.33% (2) | 66.66% (4) | 50.0% (3) |
| Not at All | 33.33% (2) | 16.66% (1) | 0% (0) |

Males (Mostly Feminine)

| | Books | Newspapers | Magazines |
|---|---|---|---|
| Daily | 14.75% (9) | 80.33% (49) | 24.59% (15) |
| Occasionally | 73.77% (45) | 19.67% (12) | 72.13% (44) |
| Not at All | 11.48% (7) | 0% (0) | 3.28% (2) |

Males (Mostly Masculine)

| | Books | Newspapers | Magazines |
|---|---|---|---|
| Daily | 52.94% (9) | 70.59% (12) | 35.29% (6) |
| Occasionally | 35.29% (6) | 29.41% (5) | 64.71% (11) |
| Not at All | 11.76% (2) | 0% (0) | 0% (0) |

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daily, but only 16.66 percent of the women who viewed reading as mostly masculine read newspapers daily. Men who viewed

reading as mostly masculine were more likely to engage in reading books daily than men who viewed reading as mostly feminine. 52.94 percent of the men who viewed reading as mostly masculine read books daily, whereas only 14.75 percent of the men who viewed reading as mostly feminine read books daily.

**Conclusions**

Adult males and females in general were found to regard reading as a mostly feminine activity. Females were found to be more likely to view reading as a more feminine activity. Only 6 of the 91 females in this study viewed reading as a mostly masculine activity. This confirmed previous research that has shown that reading is viewed as a feminine activity in the United States (Kelly, 1986). It also confirmed research on adults that have shown that both males and females regard reading as a mostly feminine activity (Baron, 1996; Winchock, 1995).

An examination of subvariables showed that women were found to have more positive attitudes toward reading. Previous research studies have also shown that females have a more positive attitude toward reading (Mc Kenna, Kear, & Ellsworth, 1995; Parker & Paradis, 1986; Wallbrown, Levine, & Engin, 1981; Smith, 1990a,b). Men and women in the survey who viewed reading as being more gender appropriate had a somewhat more positive attitude about reading. Men who viewed reading as a mostly masculine activity or more gender appropriate activity had more positive attitudes toward reading than men who viewed reading as being mostly feminine. Women who viewed reading as a mostly

feminine activity or more gender appropriate activity also had more positive attitudes toward reading than women who viewed reading as mostly masculine.

Greater educational attainment, such as by attending or completing college, did not result in men and women viewing reading as more gender appropriate. Both men and women who attended some or completed high school were somewhat more likely to view reading as a gender appropriate activity than men and women who completed college.

In terms of age, both men and women of all ages were more likely to view reading as a mostly feminine activity. However, men who were over age 60 were more likely to view reading as a more gender appropriate activity. The women in the survey who viewed reading as a more masculine activity were all between the ages of 30-49.

In terms of daily reading activity, both men and women in all of the daily reading categories viewed reading as a mostly feminine activity. However, men who read for one to three hours per day were more likely to view reading as a more gender appropriate activity than men who read for less than one hour per day. The effect of daily reading content on men and women's views of reading as gender appropriate was also demonstrated in this study. Both men and women who read books daily were more likely to view reading as a more gender appropriate activity.

**Implications**

Overall, reading was regarded by the adults in this study as a mostly feminine activity. It appeared that variables, such as gender, age, educational attainment, attitude toward reading, and reading activity can have an impact on whether reading is viewed as gender appropriate. Females were shown to regard reading as more gender appropriate than were males. This might be due to the influence of North American culture on individuals' views of reading as being mostly masculine or mostly feminine.

This study's finding that women had a more positive attitude toward reading might be due to women being more likely to view reading as a gender appropriate activity. An interesting finding in terms of attitude was that men and women who viewed reading as a more gender appropriate activity had a more positive attitude toward reading. Individuals who view reading as appropriate for their gender may be more likely to have positive attitudes toward the activity.

Educational Attainment did not appear to effect individuals' views of reading as gender appropriate. Both men and women who attended some or completed high school were more likely to view reading as more appropriate for their gender than men and women who attended some or completed college. In this study, men who were 60 years old or older were more likely to view reading as more appropriate for their gender than younger men. This may be due to changes that have occurred in our culture.

Older men may have been more likely to be taught as children that reading can be a masculine activity. The six women in the study who viewed reading as a mostly masculine activity were in the 30-49 age range. This indicated the possibility of a cultural difference between different age groups as well. All of the women over the age of 50 viewed reading as a mostly feminine activity.

In terms of reading activity, the majority of men and women read for one to three hours per day. However, women were more likely to read for three or more hours a day, and men were more likely to read for less than one hour per day. This indicates that women in our society may be more likely to engage in reading on a daily basis. The finding that men who read for one to three hours daily were more likely to regard reading as a mostly masculine activity than men who read for less than one hour showed that gender role appropriateness might be a factor in the time men spend reading. Men who view reading as a more masculine activity may be more likely to spend more time reading each day. In terms of reading content, both men and women who viewed reading as more gender appropriate were more likely to read books on a daily basis. Reading books is a more intensive reading activity than reading newspapers and magazines. This finding may indicate that individuals who view reading as more gender appropriate may be more likely to engage in more complex types of reading that require more time and effort.

In conclusion, it appeared that subvariables, such as

gender, age, educational attainment, attitude toward reading, and reading activity are related to both men's and women's views of reading as mostly masculine or mostly feminine. Even though reading was generally viewed by the adults in this study as a mostly feminine activity, other variables appeared to have some affect on their viewpoints. Men and women who had a more positive attitude toward reading were more likely to view reading as more gender appropriate. Also, men who spent more time reading were more likely to regard reading as more gender appropriate. Men and women who engaged in more intensive reading, such as reading books, were also found to view reading as more appropriate for their genders. Differences in age groups were found, such as men who were over age 60 were more likely to view reading as a mostly masculine activity than younger men. However, increased educational attainment appeared to have no impact on adults' views of reading as more appropriate for their gender. In regard to getting young males to view reading as more appropriate to their gender, it may be necessary to help them develop a positive attitude toward reading, and to get them involved in reading books on topics that interest them on a daily basis. Overall, more research needs to be done on these subvariables that impact whether individuals view reading as gender appropriate.

**Gender And Cultural Differences In Attitude Toward Reading In An Adult Population**

Related Literature

The question of whether individuals view reading as a masculine or feminine activity has been examined in previous research studies. According to Kelly (1986), the reading literature has shown that reading is generally regarded as a feminine activity in the United States. The belief that reading is a feminine activity may create a conflict with the male gender role for young boys, and as a result, lead to lower reading achievement (Kelly, 1986). For example, Mazurkiewicz's (1960) study found that boys who viewed reading as more feminine had slightly lower reading achievement scores than boys who viewed reading as more masculine. According to Kelly (1986), research studies have found that there are a greater number of boys in remedial reading classes. Mazurkiewicz (1960) stated that boys outnumber girls by a ratio of four-to-one in having reading difficulties. Balow (1963) found that first grade girls scored higher in reading readiness and reading achievement than first grade boys. According to Johnson (1973), the research in the United States has shown that elementary school girls are better readers than boys. Gross' (1978) study of Israeli kibbutz children contradicted North American findings by showing that there were no significant gender differences in reading performance level, reading readiness level, or the percentage of reading disability cases. In terms of North American culture, a lower level of reading achievement during the elementary and secondary school years may result in boys choosing not to continue their education, such as by dropping out of high school

or not attending college. Also, boys with lower reading achievement may choose lower status occupations that do not require a high level of reading ability.

Researchers have suggested that girls' greater proficiency in reading may be due to physiological-maturational or sociocultural factors. After reviewing the research on physiological-maturational and sociocultural factors, Labercane and Shapiro (1986) concluded that reading differences between males and females are more influenced by biological factors in the early school years. These reading differences in the early school years, as well as reading differences in the upper elementary grades, are intensified by sociocultural influences (Labercane & Shapiro, 1986). In terms of physiological-maturational factors, Labercane and Shapiro (1986) stated that previous research has shown differences in brain functioning between males and females. For example, research studies have shown that females exhibit greater ability on verbal and linguistic tasks, while males exhibit greater spatial ability. These gender differences "have been attributed to the possibility that the male brain has greater asymmetry of cerebral function, resulting in substantially less functional overlap between the verbal left and spatial right hemisphere of males and of females" (Labercane & Shapiro, 1986, p. 86). The reduced overlap between left and right hemispheres in the male brain, compared to the female brain, may be related to females having greater reading readiness acquisition and reading achievement in the early

grades, and to males having higher rates of reading disability (Labercane & Shapiro, 1986).

In terms of sociocultural factors, Preston (1962) examined the gender differences in reading achievement between the German and American populations. Preston's (1962) study compared the reading performance of fourth and sixth grade children in Wiesbaden, Germany with children of similar age in Philadelphia, Pennsylvania. In terms of reading comprehension and speed, American girls outperformed American boys for both grade levels on all the measures. On the other hand, German boys outperformed German girls on all measures of reading comprehension and speed, except for the grade four reading speed test. Also, unlike the findings in the American sample, the German sample had a female reading retardation that was much greater than was found among the males (Preston, 1962). Preston (1962) concluded that the German males superior performance in the German sample was due to reading being viewed an a gender-appropriate activity for males in German society. According to Orlow (1976), the research literature in Germany has shown results that are contradictory to Preston's (1962) findings. German research literature has found girls' superiority or no significant differences in reading achievement (Orlow, 1976). Johnson (1973) examined gender differences in reading among second, fourth, and sixth grade students in four English-speaking countries, which included the United States, Canada, England, and Nigeria. Johnson's (1973) findings indicated that the gender difference

between boys and girls in reading might be related to cultural factors. In England and Nigeria, boys were found to score higher than girls on most reading tests, but in Canada and the United States, girls were found to score higher than boys on most reading tests (Johnson, 1973). Balow's (1963) study also supported a sociocultural explanation for girls' greater reading achievement in the United States. Balow (1963) found that first grade boys' reading achievement was as high as first grade girls' reading achievement when both had the same reading readiness scores, even though girls overall had significantly higher reading readiness and reading achievement scores. Based on this study, it appeared that girls come to school better prepared for formal reading instruction than do boys (Balow, 1963). Dwyer's (1974) study of second, fourth, sixth, eighth, tenth, and twelfth graders found that boys' reading achievement was more due to their perception of reading being gender appropriate than was girls' reading achievement. According to Dwyer (1974), this finding indicated that cultural factors had more of an impact on males' reading behavior, which might be due to the stronger sanctions on males in the North American community for participating in female activities.

One of the cultural factors that may influence individuals' reading behaviors is whether they view reading as more masculine or feminine. According to Shapiro (1990), the influence of gender role appropriateness on reading behaviors has the most support in the research literature. In regard to research

studies that have examined whether individuals viewed reading as mostly masculine or feminine, Mazurkiewicz's (1960) study found that eleventh grade academic and vocational boys and their fathers viewed reading as mainly a feminine activity, and that the fathers' attitudes exerted some impact on the reading ability of the sons. Marcus (1972), who also studied eleventh grade academic and vocational boys and their fathers, provided them with an additional choice of regarding reading as both masculine and feminine. Marcus (1972) found that 56% of the boys and 36% of their fathers said that reading was both masculine and feminine. However, the large majority of vocational boys' fathers viewed reading as feminine, and none of these fathers viewed it as a masculine activity. Stone (1975), who also gave subjects the third choice of perceiving reading as both masculine and feminine, studied both eleventh grade boys and girls in an academic and vocational curriculum. Stone (1975) found that the majority of eleventh grade boys in an academic curriculum viewed reading as a feminine activity, whereas the majority of boys in the vocational curriculum viewed reading as both masculine and feminine. In terms of the girls in Stone's (1975) study, she found that the girls in the academic curriculum were slightly more likely to view reading as feminine than both masculine and feminine, and that the girls in the vocational curriculum were significantly more likely to choose reading as a feminine activity.

Many research studies in North America have examined

individuals' attitudes toward reading being masculine or feminine across various age groups. May and Ollila 's (1981) study of preschoolers found that these children viewed reading as more appropriate for males than females. Boys were more likely to see reading as masculine than were females (May & Ollila, 1981). Dwyer (1974) found that subjects at every grade level, which included second, fourth, sixth, eighth, tenth, and twelfth grades, viewed reading as more feminine than masculine. Downing and Thomson (1977) found that first graders of both genders saw reading as basically a gender neutral activity, whereas fourth graders, eighth graders, twelfth graders, university students, and adults saw reading as being more suitable for females. Kelly (1986) found that a child's attitude toward reading changed as they progressed through school, in that the second grade students' views on reading changed from gender neutral to mainly feminine. Mc Kenna (1997) found that children in grades kindergarten through eighth grade viewed reading as more appropriate for females, and that this perception increased with age. Edwards (1989) found that first through fifth grade girls and first through fourth grade boys viewed reading as mainly feminine, but fifth grade boys viewed reading as mainly a masculine activity. This finding by Edwards (1989) differed from the previous studies that found boys of younger ages more likely to view reading as masculine. A study by Shapiro (1990) examined whether kindergarten and grade one students in basal reading and whole language programs viewed reading as gender

appropriate as they progressed across grade levels. In regard to the basal reading program, approximately one-half of the boys and girls saw reading as gender appropriate near the end of their kindergarten year. However, boys increasingly saw reading as gender inappropriate by spring of grade one, whereas girls saw reading during grade two as completely gender appropriate. In the whole language program, no significant differences were found for boys and girls in the first and second grades, in terms of viewing reading as gender appropriate (Shapiro, 1990). According to Shapiro (1990), research has shown that boys typically have a higher activity level than girls. Whole language classrooms allow boys to move around the classroom and interact with their classmates, and so boys in whole language classrooms may be more likely to view reading as gender appropriate than boys in basal reading programs that involve more seat work activity. A study by Gross (1978) consisting of kindergarten, second grade, and fifth grade children in an Israeli kibbutz system conflicted with findings in North America of reading being regarded as mainly a feminine activity. In the kibbutz system, children of both genders sleep, eat, play, study, and work together, and are expected to engage in the same types of activities (Gross, 1978). Both genders in Gross' (1978) study viewed reading as gender appropriate. This finding indicated that culture could play a role on individuals' perceptions of reading being viewed as masculine or feminine.

Research studies have examined whether adults view reading as masculine or feminine. Studies by Baron (1996) and Winchock (1995), which examined the attitudes of adults in school settings, such as high school, community college, or college, found that both males and females regarded reading as a mostly feminine activity. Fendrick (1998) studied the impact of gender and culture on Jewish adults' gender appropriate attitudes toward reading. She found that 87% of the women viewed reading as gender appropriate, but only 48% of the men viewed it as gender appropriate. However, Fendrick (1998) did find that a greater number of Jewish men regarded reading as gender appropriate, in comparison to previous findings.

When comparing males' and females' general attitudes toward reading, it appears that females generally have been shown to have a more positive view toward reading. Dwyer and Reed (1989) found in their study of fourth and fifth graders that girls had significantly more positive attitudes toward reading than boys. Parker and Paradis (1986) found that girls had a slightly higher positive attitude toward reading than boys in grades one through six. Mc Kenna, Kear, and Ellsworth (1995) found that when examining a nationwide sample of first through sixth graders, girls had more favorable attitudes about reading than boys, and ethnic background had little impact on the children's attitudes. Gender differences were found to be unrelated to the students' reading abilities (Mc Kenna, Kear, and Ellsworth, 1995). According to Mc Kenna, Kear, and Ellsworth (1995), this

finding that girls' more favorable attitudes toward reading were unrelated to students' reading abilities indicated that cultural factors played a role in girls' more positive attitudes toward reading. In a study of second grade students, Shapiro (1980) found that girls had a more positive attitude toward reading than boys. Shapiro (1980) also found that both boys and girls in male-teacher classrooms had significantly better attitudes toward reading than boys and girls taught by female teachers. This indicated that boys who are taught by male teachers may develop more positive attitudes toward reading (Shapiro, 1980). In examining fifth and sixth grade students from rural, mostly blue collar homes, Wallbrown, Levine, and Engin (1981) found that girls were more likely than boys to view reading as enjoyable, and to see reading as a source of information, learning, and emotional satisfaction. Moffit and Wartella's (1992) finding that female high school students were significantly more likely to read for leisure than their male counterparts also indicated that females might have more positive attitudes toward reading. Smith (1990a,b) found that adult women had significantly greater positive attitudes toward reading than adult men. Possible reasons for females more positive attitudes toward reading may be because males appear to have more difficulty with reading or because females are more likely to be reinforced for reading. Wallbrown, Levine, and Engin (1981) found that boys were more likely to view themselves as having reading difficulties and to acknowledge that they have

a problem than were girls. The boys in this study also showed a stronger desire to use other methods than reading when faced with a new learning situation, and had more anxiety when engaging in or thinking about reading. The girls in Wallbrown, Levine, and Engin's (1981) study were more likely to perceive that they were receiving extrinsic reinforcement for reading from friends, parents, and teachers than were boys. Some studies have examined the impact of education, occupational status, social class, and active engagement in reading activity on adults' attitudes toward reading. When comparing various groups of children and adults, Dwyer and Joy (1980) found that a group of non-college young adults had the least positive attitudes toward reading. Swanson (1982) stated that the research had not shown that male and female students of higher social class had more positive attitudes toward reading than other students. Swanson's (1982) study found that rural, upper and average socioeconomic status male and female first graders had no differences in their attitudes toward reading, whereas urban, lower socioeconomic status male and female first graders had significantly different views of reading. The urban, lower socioeconomic status males were more likely to view reading negatively than were the urban, lower socioeconomic status females. Smith (1990a,c,d) examined the impact of the variables of education, occupational status, and active engagement in reading activity on adults' attitudes toward reading. He found that adults with the most education had the most positive

attitudes toward reading in the study. For example, college graduates had significantly greater positive attitudes than individuals with a high school diploma or less education. Adults in higher status occupations, such as teacher, attorney, and engineer, had more positive attitudes toward reading than adults in lower status occupations. For example, adults in the professional group had more positive attitudes toward reading than the labor group. Adults with more positive attitudes toward reading were found to spend more time in everyday reading and to read a greater variety of materials. Also, individuals with more education and those in higher-status occupations read for more hours each day than individuals with less education and those in low-status jobs (Smith, 1990a,c,d).

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# Appendices

## Appendix A

### Mazurkiewicz Male-Female Attitude Activity Inventory

**Name**_____
**Gender**_____ **Age**_____
**Occupation**_____
**Schooling Completed: 1,2,3,4,5,6,7,8,9,10,11,12.**
**College 1,2,3,4,5+**

Both men and women participate in each of the activities below. However, some of the activities are associated more with men than with women. This is a sampling of your ideas about which activities are associated with men or women.

Classify the activities below by marking M or F before each activity using the following code. **M** equals **Mostly Masculine Activities; F** equals **Mostly Feminine Activities.** Example: sewing, mountain climbing. Sewing would be placed under **Mostly Feminine Activities** while mountain climbing would be placed under **Mostly Masculine Activities.** Sewing has an **F** in front of it; mountain climbing would have an **M** in front of it.

### Activities

| | | |
|---|---|---|
| F | Sewing | Checking Looks in a Mirror |
| M | Mountain Climbing | Conscious about Clothes |
| | Hiking | Woodworking |
| | Swimming | Carving |
| | Cooking | Painting |
| | Baseball | Singing |
| | Whittling | Dancing |
| | Football | Diving |
| | Reading | Writing |
| | Model Boats | Soccer |
| | Playing with Dolls | Hockey |
| | Model Railroads | Climbing Trees |
| | Playing Nurse | Gymnastics |
| | Tennis | Body Building |
| | Golf | Playing Bridge |
| | Checkers | Playing Pinochle |
| | Chess | Playing Poker |
| | Playing House | Playing Pool |
| | Housecleaning | Bowling |
| | Studying | Sculpturing |
| | Jumping Rope | Surfing the Internet |

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## Appendix B

### Short Form Reading Attitude Survey

This is a survey to measure attitudes toward reading by adult learners. Read each statement and write the number that tells most closely how you feel about the statement.

1. Strongly Disagree; 2. Disagree; 3. Undecided; 4. Agree; 5. Strongly Agree

1. Reading is an important part of my life. _____
2. I read often in my spare time. _____
3. I believe that better jobs are available to those with good reading skills. _____
4. I would rather read a book than watch TV. _____
5. I like to buy books and have a place to keep them at home. _____
6. When I find the kind of books I like, reading can be enjoyable. _____
7. I like to share a good book with a friend. _____
8. I usually check out a book when I go to the library. _____
9. Reading books is a waste of time. ___*___
10. I would like to belong to a book club. _____
11. Reading makes me feel good. _____
12. I seldom read except when I have to. ___*___
13. Reading is an enjoyable way to learn. _____
14. I like to read before I go to bed. _____
15. I often look for extra books or articles to read about something which interests me. _____
16. I like to look through the books at the library. _____
17. Reading is boring. ___*___
18. I usually read books during vacation times. _____

Raw score is equal to the sum total of the responses. Note: Statements with an asterisk are stated negatively, therefore, the polarity of these items is reversed ( 5=1, 4=2, 3=3, 2=4, and 1=5 ).



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## Appendix C

### Daily Reading Activity

Please circle your response to the following two questions.

1. How much time is spent in reading each day?
   a) less than 1 hour daily; b) 1-3 hours; c) 3-5 hours
   d) more than 5 hours

2. How often do you read books, newspapers, and magazines?
   a) daily; b) occasionally; c) not at all

### Additional Questions

1. How often do you read books?
   a) daily; b) occasionally; c) not at all

2. How often do you read newspapers?
   a) daily; b) occasionally; c) not at all

3) How often do you read magazines?
   a) daily; b) occasionally; c) not at all

## Appendix D

Adult Sample- Characteristics (#1-94)

1. Female, 54, High School
2. Female, 72, High School
3. Female, 53, High School
4. Female, 68, High School
5. Male, 72, College
6. Female, 44, College
7. Male, 48, College
8. Female, 78, High School
9. Female, 54, High School
10. Female, 60, High School
11. Male, 47, College
12. Female, 34, College
13. Female, 21, High School
14. Female, 62, College
15. Male, 63, College
16. Female, 46, College
17. Female, 30, High School
18. Female, 72, High School
19. Female, 52, College
20. Female, 76, High School
21. Male, 77, High School
22. Male, 55, College
23. Male, 29, High School
24. Female, 47, High School
25. Male, 60, College
26. Female, 34, College
27. Female, 54, College
28. Female, 56, High School
29. Male, 58, High School
30. Male, 55, College
31. Female, 61, College
32. Male, 44, College
33. Female, 39, High School
34. Female, 63, High School
35. Female, 32, College
36. Male, 41, High School
37. Female, 59, High School
38. Male, 60, High School
39. Male, 37, College
40. Female, 45, College
41. Female, 55, College
42. Female, 38, High School
43. Male, 74, High School
44. Male, 28, College
45. Female, 41, College
46. Male, 46, College
47. Female, 54, High School
48. Male, 36, College
49. Female, 50, High School
50. Male, 68, High School
51. Male, 57, High School
52. Male, 80, High School
53. Female, 58, College
54. Female, 32, College
55. Male, 73, College
56. Female, 57, High School
57. Male, 47, College
58. Male, 76, High School
59. Male, 49, College
60. Male, 78, High School
61. Male, 34, College
62. Female, 73, High School
63. Female, 67, College
64. Female, 31, High School
65. Female, 24, College
66. Female, 57, College
67. Female, 52, High School
68. Female, 72, High School
69. Female, 19, College
70. Female, 54, High School
71. Male, 38, High School
72. Female, 58, College
73. Female, 50, College
74. Female, 34, High School
75. Male, 33, College
76. Male, 54, College
77. Male, 40, High School
78. Male, 60, High School
79. Female, 33, High School
80. Male, 48, College
81. Female, 65, College
82. Male, 43, High School
83. Male, 20, High School
84. Male, 28, High School
85. Male, 59, High School
86. Male, 33, College
87. Male, 35, College
88. Male, 52, College
89. Female, 69, High School
90. Male, 43, College
91. Female, 46, High School
92. Female, 72, High School
93. Female, 23, High School
94. Female, 57, College

Adult Sample- Characteristics (#95-169)

95. Male, 41, High School
96. Female, 31, College
97. Female, 66, High School
98. Female, 57, High School
99. Female, 36, College
100. Female, 57, High School
101. Male, 55, High School
102. Female, 43, College
103. Female, 47, High School
104. Male, 60, College
105. Female, 81, High School
106. Female, 63, High School
107. Male, 52, High School
108. Female, 47, High School
109. Male, 40, College
110. Female, 65, High School
111. Male, 38, High School
112. Female, 54, College
113. Male, 42, College
114. Female, 49, High School
115. Female, 33, College
116. Male, 56, College
117. Female, 39, High School
118. Female, 67, High School
119. Male, 68, High School
120. Male, 60, High School
121. Female, 56, High School
122. Male, 65, High School
123. Male, 59, High School
124. Female, 49, College
125. Female, 67, High School
126. Female, 49, College
127. Female, 61, College
128. Male, 33, College
129. Female, 43, High School
130. Male, 29, High School
131. Female, 77, High School
132. Female, 42, College
133. Female, 65, College
134. Male, 27, College
135. Female, 60, College
136. Male, 34, College
137. Male 47, High School
138. Female, 37, High School
139. Male, 44, High School
140. Male, 41, High School
141. Female, 37, College
142. Female, 22, High School
143. Male, 38, College
144. Male, 43, High School
145. Male, 49, High School
146. Female, 41, College
147. Female, 65, High School
148. Male, 40, College
149. Male, 24, College
150. Female, 66, High School
151. Male, 46, College
152. Male, 48, High School
153. Female, 52, College
154. Female, 51, High School
155. Male, 51, College
156. Female, 28, High School
157. Female, 32, College
158. Female, 46, High School
159. Male, 43, College
160. Male, 59, College
161. Male, 48, College
162. Male, 61, High School
163. Male, 22, College
164. Female, 66, High School
165. Male, 69, High School
166. Male, 28, High School
167. Male, 53, College
168. Male, 29, High School
169. Male, 37, College

## Appendix E

### Adult Sample- Survey Results (#1-44)

| | M/F | Attitude Score | Daily Reading | Books/News/ Magazines | Books | News | Mag |
|---|---|---|---|---|---|---|---|
| 1. | F | 78 | >5 | D | D | D | D |
| 2. | F | 73 | 1-3 | D | O | D | D |
| 3. | F | 55 | <1 | O | O | O | O |
| 4. | F | 61 | 1-3 | D | O | D | D |
| 5. | M | 64 | 1-3 | D | D | D | O |
| 6. | F | 79 | 1-3 | D | D | O | O |
| 7. | F | 78 | 1-3 | D | O | D | D |
| 8. | F | 77 | 3-5 | D | D | D | D |
| 9. | F | 68 | 1-3 | D | O | D | D |
| 10. | F | 80 | 1-3 | D | D | D | O |
| 11. | F | 64 | <1 | D | O | D | O |
| 12. | M | 76 | 1-3 | D | O | O | D |
| 13. | F | 77 | 1-3 | D | D | D | O |
| 14. | F | 85 | 1-3 | D | D | D | D |
| 15. | F | 76 | 1-3 | D | O | D | O |
| 16. | F | 80 | 1-3 | D | D | D | O |
| 17. | F | 64 | 1-3 | D | N | D | O |
| 18. | F | 76 | 3-5 | D | D | D | O |
| 19. | F | 84 | 1-3 | D | D | D | D |
| 20. | F | 70 | 3-5 | D | O | D | D |
| 21. | F | 63 | 1-3 | D | O | D | O |
| 22. | F | 67 | <1 | D | O | D | O |
| 23. | F | 50 | <1 | O | O | D | O |
| 24. | F | 73 | 3-5 | D | D | D | D |
| 25. | F | 71 | 1-3 | D | O | D | O |
| 26. | F | 73 | >5 | D | O | O | O |
| 27. | F | 81 | 3-5 | D | D | O | O |
| 28. | F | 90 | 3-5 | D | D | D | D |
| 29. | F | 74 | <1 | D | O | D | O |
| 30. | F | 62 | <1 | O | O | D | O |
| 31. | F | 85 | 1-3 | D | D | D | D |
| 32. | F | 70 | 1-3 | D | O | D | O |
| 33. | F | 73 | <1 | D | D | N | D |
| 34. | F | 75 | <1 | D | O | D | O |
| 35. | M | 88 | 1-3 | D | D | N | O |
| 36. | F | 55 | 1-3 | D | O | D | D |
| 37. | F | 70 | 1-3 | D | O | D | D |
| 38. | M | 51 | 1-3 | D | N | D | O |
| 39. | F | 70 | 1-3 | D | O | D | D |
| 40. | F | 75 | 1-3 | D | O | D | D |
| 41. | F | 87 | 1-3 | D | D | O | O |
| 42. | F | 76 | 1-3 | D | D | D | O |
| 43. | M | 77 | 1-3 | D | D | O | O |
| 44. | F | 39 | <1 | D | N | D | N |

## Adult Sample- Survey Results (#45-93)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 45. | F | 66 | 1-3 | D | D | D | O |
| 46. | F | 63 | 1-3 | D | O | O | D |
| 47. | F | 61 | <1 | D | O | D | O |
| 48. | M | 66 | <1 | O | O | O | O |
| 49. | F | 85 | 1-3 | D | D | D | O |
| 50. | M | 84 | 1-3 | D | O | D | O |
| 51. | F | 51 | <1 | D | O | D | O |
| 52. | F | 78 | 3-5 | D | O | D | D |
| 53. | F | 79 | 1-3 | D | D | D | O |
| 54. | F | 85 | 1-3 | D | D | O | D |
| 55. | F | 68 | 1-3 | D | O | D | O |
| 56. | F | 83 | 1-3 | D | D | O | O |
| 57. | F | 71 | 3-5 | D | O | O | D |
| 58. | F | 50 | <1 | O | N | O | O |
| 59. | F | 68 | 1-3 | D | D | D | O |
| 60. | M | 72 | 1-3 | D | D | D | D |
| 61. | F | 72 | 1-3 | D | O | O | D |
| 62. | F | 70 | 1-3 | D | O | D | O |
| 63. | F | 83 | 1-3 | D | D | D | D |
| 64. | F | 74 | 1-3 | D | O | D | D |
| 65. | F | 68 | 1-3 | O | O | O | D |
| 66. | F | 55 | 1-3 | O | O | D | O |
| 67. | F | 76 | 1-3 | D | D | D | O |
| 68. | F | 47 | <1 | O | N | O | O |
| 69. | F | 69 | 3-5 | D | D | O | D |
| 70. | F | 89 | >5 | D | D | D | D |
| 71. | F | 68 | 1-3 | D | D | D | O |
| 72. | F | 70 | <1 | O | O | O | O |
| 73. | F | 80 | 3-5 | D | D | O | O |
| 74. | M | 63 | 1-3 | O | N | O | D |
| 75. | F | 70 | 1-3 | D | D | D | O |
| 76. | F | 62 | 1-3 | D | O | D | O |
| 77. | M | 87 | 1-3 | D | D | O | D |
| 78. | F | 54 | 1-3 | D | O | D | O |
| 79. | F | 82 | 1-3 | D | D | O | O |
| 80. | F | 72 | 1-3 | D | O | D | O |
| 81. | F | 66 | <1 | D | O | D | O |
| 82. | F | 72 | 1-3 | D | O | D | D |
| 83. | F | 49 | <1 | D | O | D | O |
| 84. | F | 56 | 1-3 | D | O | D | O |
| 85. | F | 36 | <1 | D | N | D | O |
| 86. | M | 81 | 1-3 | D | D | O | O |
| 87. | F | 72 | 1-3 | D | O | D | O |
| 88. | F | 62 | 1-3 | D | O | D | O |
| 89. | F | 86 | 1-3 | D | O | D | O |
| 90. | F | 57 | <1 | D | O | D | O |
| 91. | F | 38 | <1 | O | N | N | O |
| 92. | F | 72 | 1-3 | D | O | D | O |
| 93. | F | 73 | 1-3 | D | D | O | O |

## Adult Sample- Survey Results (#94-142)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 94. | F | 75 | 1-3 | D | D | O | O |
| 95. | F | 46 | <1 | O | O | O | O |
| 96. | F | 76 | 1-3 | D | O | D | D |
| 97. | F | 81 | 1-3 | D | D | D | D |
| 98. | F | 74 | 1-3 | D | O | D | D |
| 99. | F | 72 | <1 | D | O | O | D |
| 100. | F | 60 | <1 | O | O | O | O |
| 101. | F | 67 | <1 | O | O | O | O |
| 102. | F | 79 | 1-3 | D | D | D | D |
| 103. | F | 86 | 1-3 | D | D | D | D |
| 104. | M | 78 | 1-3 | D | D | D | O |
| 105. | F | 73 | 1-3 | D | D | D | D |
| 106. | F | 67 | 1-3 | O | O | O | O |
| 107. | F | 72 | 1-3 | D | O | D | O |
| 108. | F | 55 | <1 | D | O | D | D |
| 109. | F | 66 | <1 | D | O | D | O |
| 110. | F | 65 | 1-3 | D | D | D | O |
| 111. | F | 75 | 1-3 | D | O | D | O |
| 112. | F | 85 | 3-5 | D | D | D | D |
| 113. | F | 82 | <1 | D | O | D | O |
| 114. | M | 55 | <1 | O | N | O | O |
| 115. | M | 70 | 1-3 | D | O | D | D |
| 116. | F | 64 | 1-3 | O | O | D | O |
| 117. | F | 80 | <1 | D | D | D | O |
| 118. | F | 69 | 1-3 | D | O | D | O |
| 119. | M | 53 | <1 | D | O | D | O |
| 120. | M | 67 | 1-3 | D | D | D | O |
| 121. | F | 72 | 1-3 | O | O | N | O |
| 122. | F | 85 | 1-3 | D | D | D | D |
| 123. | M | 46 | <1 | D | N | D | O |
| 124. | F | 82 | 1-3 | D | D | D | O |
| 125. | F | 77 | 1-3 | D | D | D | D |
| 126. | F | 84 | <1 | D | D | O | O |
| 127. | F | 87 | 1-3 | D | D | D | D |
| 128. | F | 64 | 1-3 | D | D | D | D |
| 129. | F | 70 | 1-3 | D | O | O | O |
| 130. | F | 70 | <1 | D | O | D | O |
| 131. | F | 88 | 1-3 | D | D | D | O |
| 132. | F | 71 | 1-3 | D | O | D | D |
| 133. | F | 85 | 3-5 | D | D | D | O |
| 134. | F | 45 | <1 | O | N | O | O |
| 135. | F | 76 | 1-3 | D | D | O | O |
| 136. | F | 65 | <1 | O | O | O | O |
| 137. | F | 68 | <1 | D | O | D | O |
| 138. | F | 61 | <1 | O | O | O | N |
| 139. | F | 67 | 1-3 | D | O | D | D |
| 140. | F | 41 | 1-3 | D | N | O | O |
| 141. | F | 81 | 1-3 | D | D | O | O |
| 142. | F | 69 | 1-3 | D | O | O | O |

## Adult Sample- Survey Results (#143-169)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 143. | M | 73 | 1-3 | D | O | D | D |
| 144. | F | 58 | <1 | D | O | D | D |
| 145. | F | 42 | <1 | O | N | O | O |
| 146. | M | 72 | 1-3 | D | D | O | O |
| 147. | F | 73 | 1-3 | D | O | D | O |
| 148. | M | 88 | 1-3 | D | D | D | D |
| 149. | F | 61 | 1-3 | D | O | D | O |
| 150. | F | 77 | 1-3 | D | O | D | D |
| 151. | F | 70 | 1-3 | D | O | D | D |
| 152. | F | 61 | 1-3 | D | O | D | O |
| 153. | F | 71 | 1-3 | D | D | D | D |
| 154. | F | 69 | 1-3 | D | O | D | O |
| 155. | F | 65 | <1 | D | O | D | O |
| 156. | F | 73 | 1-3 | D | D | D | D |
| 157. | F | 59 | 3-5 | O | O | O | N |
| 158. | F | 86 | 1-3 | D | D | D | O |
| 159. | F | 84 | 1-3 | D | D | D | D |
| 160. | F | 69 | <1 | D | D | D | N |
| 161. | F | 79 | 1-3 | D | D | O | D |
| 162. | F | 53 | <1 | O | N | D | O |
| 163. | F | 77 | 1-3 | D | D | D | O |
| 164. | F | 66 | 1-3 | D | D | D | D |
| 165. | F | 61 | <1 | D | O | D | O |
| 166. | M | 80 | 1-3 | D | D | O | O |
| 167. | F | 77 | 1-3 | D | O | D | O |
| 168. | M | 55 | <1 | D | O | D | D |
| 169. | M | 57 | 1-3 | D | O | D | D |

Symbols:

M- Mostly Masculine
F- Mostly Feminine
D- Daily
O- Occasionally
N- Not at All